21 percent of the stations provided no documentation of their efforts in this category. Further, 29 percent failed to comply with the Commission's minimum reporting requirements by not listing the time, date, duration and brief description of each claimed program. These stations failed to comply with the minimal CTA reporting requirements, let alone the more substantive programming mandates.

The assessment by the South Florida Preschool PTA is but another example of local station disregard of CTA, and is not dissimilar from anecdotal information we are receiving from local PTA units all around the country. The South Florida PTA's monitoring project revealed that less than 1 percent of the broadcast hours on the four local network stations were devoted to educational and informational children's programming (between 1/2 and 2 hours per week, out of a total broadcast week of 168 hours). The South Florida PTA characterized their results as "appalling and distressing."

The real fact is that there has not been much of a change since Dr. Brian Fontes reported in a 1979 FCC study, (FCC, Television Programming for Children: A Report of the Children's Television Task Force, October, 1979) indicated that stations presented an average of 2.8 hours per week of educational programming in 1973-1974, with figures declining slightly to 2.6 hours per week in 1977-1978. The Commission subsequently found these levels to be inadequate, indicating they did not comply with the policy expectation issued in the FCC's 1974 Children's Television Report and Policy Statement. Adjusting the findings of the Kunkel study downward even slightly,

consistent with these considerations, places the current level of educational programming at no better than roughly equivalent to the norms for the 1970s. In short, the quantity of children's programming on the air has not increased, and enactment by the CTA has not significantly increased these numbers.

Yet from the rather generous definition giving the broadcasters a wide latitude to produce and air children's programs, statistics suggest that the current policy framework on children's television is not succeeding at accomplishing the improvements intended by Congress. The National PTAS disagrees with the National Association of Broadcasters and other industry commenters (FCC MM Docket No. 93-48) that CTA "is working." We also disagree "that the industry has made substantial efforts to comply" as asserted by CBS. (See Reply Comments of Center for Media Education, et al, June 7, 1993, MM Docket No. 93-48).

So, again we are outraged that the TV industry continues to ignore the CTA's requirements. We are frustrated that CTA's inadequate rules make monitoring local station CTA compliance impossible. We, therefore, offer the following recommendations to strengthen the CTA rules and regulations and make the industry more accountable to parents and the young people they serve:

1. **The FCC must require at least one hour a day or seven hours per week of children's programming, to be aired between the hours o 7:00 a.m. and 10:00 p.m. seven days per week including Saturday mornings;**

2. **The FCC should ensure that educational programming serves the needs of children in various age groups; and programming should be clarified to provide more guidance to the public;**

3. **The definition of "educational" and "informational" should be clarified, especially for the community who monitor children's programming;**

4. **FCC should require that broadcasters provide better information to the public about CTA programming efforts by including a symbol on the TV screen that will assist parents in identifying programs that are specifically designed for children; and**

5. **FCC should forbid short segment programming to be counted as part of core programming. The requirement that only standard-length programming be counted as core programming should be enforced.**

QUANTIFY PROGRAMMING TIMES WHICH WILL COUNT AS CORE PROGRAMMING

The available data suggests that the number of children's programming hours has fallen below that of congressional intent. In 1989, the Senate found "disturbingly little" educational programming the air, and passed CTA to "increase the amount of education and informational broadcast television programming available to children." (Senate

Report No. 227, 101st Cong., 1st Sess. 1,22-23, 1989). Unfortunately, very little increase has taken place since 1989.

One hour per day is a reasonable and readily achievable amount of time to be required to meet the educational and information needs of children. Children watch television up to 28 hours per week. One hour per day of children's programming would represent only one fourth of this total viewing time. Looked at another way, one hour is only four percent of a 24 hour broadcast day. In addition, this clarity would make monitoring of local stations easier rather than having to guess what an appropriate amount of children's programming is. Also, since the purpose of the CTA is to increase programming which meets the children's needs, broadcasters should not get credit for programs that are aired at hours when most children do not watch television. These programs would not be counted as the overall programming, but would be programs specifically designed for the child audience.

CHILDREN'S PROGRAMMING SHOULD BE AGE SPECIFIC

For many years, the National PTA has supported age specific programming. Children of different ages have both differing needs for particular types of information and differing capabilities for comprehending information. Any program that is specifically designed to serve the educational needs of children must consider the needs and

capabilities of the intended audience. Legislative history also supports this view.

> "It is important to require broadcasters to provide programming specifically designed for preschool and school-aged children because of the overwhelming evidence that such programming has the most impact on children's development." (Senate Subcommittee on Communication of the Senate Committee on Commerce, Science and Transportation, U;S. Congress, 1st Sess. 21, July 12, 1989)

We recommend that the needs of three target groups (ages 2-5, 6-12, and 13-16) be addressed, and separate processing guidelines be developed if Commission finds that one or another of the target groups are underserved. Because stations are not currently required to include target groups in their program descriptions, fully assessing the extent to which preschool and school-aged children are presently underserved is difficult. We do know that the economics of children's television favor programs aimed at teens. Broadcasters prefer the teen market because this group has greater spending power and the targeted shows may attract general audiences as well a younger children. However, there is a great need for quality programming which meets the needs of the younger child, and the FCC's processing guidelines should require balanced programming between the various age groups. However, local stations provide a tremendous educational service by showing programs that implement National Education Goal Number Three, assuring that all children come to school ready to learn. Programs directed to children over age 12 are not subject to advertising limits under the CTA, and therefore are more economically lucrative than programming for younger children. , However, there is a great need for quality programming which meets the needs of the younger child, and the FCC's processing guidelines should require balanced programming between the various age groups.

CLARIFY THE DEFINITION OF EDUCATIONAL AND INFORMATIONAL

The current definition of educational programming as:

> **any television program(ming) which furthers the positive development of children 16 years of age and under in any respect, including the child's intellectual/cognitive or social/emotional needs**

fails to provide sufficient guidance to broadcasters and to the parents who attempt to monitor broadcasters' compliance with the CTA. This definition must be narrowed so that such shows as *G.I. Joe, the Jetsons, and Leave it to Beaver* cannot be counted as "educational." The Commission should delete the phrases "positive development" and "in any respect." Almost any program could be said to further the positive development of children in some way, but may not teach the children anything. At the very least, educational and information programming should have as its **primary purpose** the furthering of a child's understanding of the core subject areas as delineated in National Education Goal Number Three including reading, health, mathematics, history, science, literature, fine arts, and current events. Programs about human relations, other cultures or languages and programs that lead to higher level and critical thinking skills could also be included in the definition. The Commission should expect licensees to demonstrate familiarity with, and an understanding of, these and other related concepts associated with the fundamental aspects of children's educational needs. Broadcasters should document the primary educational message or goal of each program segment that they claim fulfills the CTA's requirements. This record should also

include the age range of the child audience targeted.

Also, only programming that is "specifically designed" for children should be counted toward the one hour per day or seven hours per week of educational programming. If a station wishes to include *60 Minutes* as children's programming, it may do so as part of its overall programming obligations, but not as part of the one hour per day because the program was not specifically designed for children, and it may only indirectly meet the news needs of children. Under the CTA, programming should have "as its explicit purpose service to the educational and informational needs of children, with the implicit purpose of entertainment, rather than the converse." This type of definition can easily distinguish between the shows like *Winnie the Pooh* and *G.I. Joe*. The fact that an education program may entertain kids does not mean that it cannot count toward "core" CTA programming. Indeed, programs like Sesame Street have specific educational goals but provide age specific programming in an entertaining mode, and meet the primary standard. There is no question that education and entertainment can coexist.

Whatever definition is required, our motive is not to censor, but to encourage broadcasters to list in their records only those programs truly designed to educate children. If a licensee believes that *G.I. Joe* or any other program meets the statutory definition, and can support that assertion, it is free to claim the show on its renewal application as "specifically designed" educational programming under CTA. We ask that whatever judgement the licensee reaches, they are

able to justify their claims. The National PTA prefers to promote more genuine educational efforts on the part of the licensees without imposing burdensome content-related requirements that might stifle broadcasters' flexibility to serve children.

PROVISION OF BETTER INFORMATION FOR PARENTS AND THE PUBLIC

Parents are in integral part of CTA regulations. The FCC relies on parents and the public to bring of its attention inadequacies in a station's fulfillment of its obligations to children. Yet, the irony of the current system of broadcast regulations is that most of its processes are so technical and complex that most of the public is precluded from participating. This "user unfriendly" mode hinders many parents from being certain about what FCC considers educational and information programming, how to know whether it is "specifically designed" or how many hour fulfill the requirements of the law. Now, the individual is required to visit the station in question and to consult the licensee's public files. Few parents have the time in their busy schedules to pursue such activity.

In fact, most parents are not aware of a station's file or how to access the information. Therefore, the Commission must create ways that make getting information easier for parents. PTA recommends that stations be required to identify at the time of broadcast all programming they wish to claim as specifically designed to serve the educational and informational needs of children. This could be

accomplished by presenting a brief announcement using a symbol or advisory immediately preceding the presentation of an education program, along with a designation in the corner of the screen. This would make the broadcaster more directly accountable to the public for their programming decisions. Also, parents would learn of the broadcaster's determination that a given program is considered educational that would allow them to guide their child's viewing. Frequently, parents do not know what is educational and what is not. A symbol and/or designation would help in identifying these programs.

SHORT SEGMENT PROGRAMMING SHOULD NOT BE COUNTED AS CORE PROGRAMMING

Congress never once contemplated short segments as counting toward fulfillment of the children's programming obligations. A review of the entire legislative history on CTA reveals no support from either body of Congress related to the Commission's decision to give credit for short segments. To the contrary, all of the examples cited by Congress as exemplary types of efforts that would be considered toward meeting the new requirements were programs of a minimum of 30 minutes in length (Congressional Record, July 19, 1990; July 23, 1990; October 1, 1990). Placing greater reliance on standard-length programming will also result in a greater educational benefit to children. The American Psychological Association has cited a wealth of scientific data showing that standard-length programming is preferable to short segment programming or public service announcements. In addition, parents are better able to guide their children's TV watching because

standard-length programs are scheduled and are listed in the TV guide. Thus, children or their parents can find out when programs of interest will be aired. By contrast, it is impossible for parents to know when to watch TV to see a short segment program or PSA. While short segment programming odes fit neatly with the perceived economic interests of the broadcasters who believe that children may not watch educational programming in large enough numbers to serve their economic interests. However, we have sufficient knowledge about how children learn to suggest that if programming is age-specific and target to the children's academic needs, regular programming is far superior to short segments.

The evidence is overwhelming that the FCC's current rules and regulations for children's programming is inadequate and not meeting CTA;s intended goals. Therefore, we urge the Commission to immediately implement our recommendations to make TV programming more responsive to children and families. We believe that these changes will make the broadcast industry more accountable to the public interest obligations required of them by law. I thank you for this opportunity to address this Commission.

SHARI LEWIS TESTIMONY TO FCC

JUNE 28, 1994

I was invited here today to speak on the economics of quality children's programming, not on the programming itself. I'll try to stick to the subject but you cannot completely disassociate program quality from program economics, for investing and making money is the driving force behind everything in our culture that is part of the commercial marketplace.

I know from painful experience that there are few theatrical fields more starved for money than that of quality children's entertainment.

I grew up in this field and it has always been true that programs featuring explosions, chases, crashes, verbal and physical aggression (which are the main forms of expression in Saturday A.M. Television), get far bigger bucks from network and cable broadcasters than do more gentle, intelligent and socially positive material. It would be an invaluable contribution were the FCC to find ways to encourage the invention of high energy shows of other sorts.

When PBS bought *Lamb Chop's Play-Along*, they paid all they could afford which was a very small sum. Their dollars were augmented by Corporation for Public Broadcasting, and still I had a huge budget shortfall. No one on the program -- neither production staff,

writers, performing talent, etc., were making but a small percentage of their usual compensation and we still lacked approximately fifty percent of our stringent budget.

For the rest of my production dollars, I went to Jon Slan of Paragon Entertainment, a Canadian company. Why Canadian? Because the Canadian government has developed a variety of supporting devices for the kind of programming they wish to have available for the Canadian viewing public and the manner in which they do so presents a possible pattern for the stimulation of quality children's shows in America as well:

Canadian companies can get tax benefits and/or government funding.

The tax benefits result in the producer being able to defer taxes and so, have extra money in pocket. The net effect is that the value of the producers investment is 20-30% better.

The public funding happens in a number of arenas. Telefilm, a national fund, has over $100 million a year to distribute. Each of the provinces also have created ways to bring in film production: for example, the Ontario Film Investment Program (OFIT) has an annual $14 million to distribute. They rebate to production companies of certified Ontario programs 15-20% of the production budget. There is also a Cable Fund with $30 million available.

All these financial aids have one thing in common: they encourage production of programming that Canada feels is important to Canada. These techniques, be they tax benefits or government funding, have been phenomenally successful in stimulating the Canadian entertainment industry.

For your part, one of the most valuable services the FCC could perform would be to influence our government to provide financial incentives to help producers and broadcasters accomplish the stated intentions of both the Children's Television Act, and of the America 2000 goals.

After all, we give tax credits to encourage the sale of stations to minority ownership because the government wants to encourage minority broadcasters. If the government genuinely also wants to encourage enriching educational informational programming for children, why shouldn't that be incentivized, as well?

I would like to see the FCC take an active part in looking for ways to make it more attractive for both producers and broadcasters to create shows that will be constructive for, rather than destructive of our children.

A number of financial formats are possible, including:

1. The Investment Tax Credit. From the sixties into the eighties, ITC was an important stimulus to the production of motion pictures and other individual works in both the theatrical and publishing fields.

This rule said up to 10% of the total cost of a production may be taken as a tax credit at the point of first exhibition. So if a show cost $100,000, you could get a 10% credit against your taxes.

Because ITC was a tax provision that was repealed, the legislative language for it still exists. The provision could easily be modified and reinstated.

2. Then there's GROSS REVENUE EXCLUSION, in which a percentage of the producers revenue (up to a cap) could first be excludable from the gross income. This is very easy to implement and not a complex formula.

3. And then, there's what used to be called Tax Shelters, and are now called "Exemption From Passive Loss Rules." It too would be an excellent way to encourage investment, which is what quality children's T.V. needs. However, at the moment, the only exclusion in this area is for professional real estate people. They lobbied. They got it changed. That means it can be changed for a particular industry, including ours. These rules are not fixed in the heavens!

Can the FCC get the government to provide more grants like the National Endowment for Children's Educational Television? The NECET has already triggered inventive new programming: for example, KCET was able to create a reading show for PBS called *Storytime*. However, this year NECET only has $1 million to allocate. $1 million is what

a single night time half-hour can cost (that's what the excellent Henson sitcom, *Dinosaurs*, costs per episode). Even shows like Ninja Turtles cost around $350,000 an episode, so as you can see, $1 million doesn't go too far. There should be additional grants, supplying additional seed money.

We must remember that here in the United States we provide no universal day care, no universal after school care, and as a result, TV is the leading babysitter in the country. This is far from ideal, but realistically speaking, it's not going to change. What must change is the lack of availability of high energy, high quality, highly nourishing programming to entice kids, instead of what is consistently violent and aggressive material.

It isn't easy, but it is essential that we stimulate and educate our kids in new and different ways.

The creation of substantial children's television is an art form, and as in any art form, the best doesn't exist until it's invented, and that invention must be supported both psychologically and financially.

The decisions made by the FCC matter enormously in the lives of the kids of this country, and since American TV shows are aired internationally, any actions taken by the FCC are manifested all over the world.

The decisions made by the FCC matter enormously in the lives of the kids of this country, and since American TV shows are aired internationally, any actions taken by the FCC are manifested all over the world.

A small investment in quality shows might well prove a large investment in quality kids.

To misquote Rabbi Hillel, "If not now, when? If not you, who?"

Testimony of
Peggy Charren
Founder, Action for Children's Television (ACT)
at
Federal Communications Commission
En Banc Hearing on Children's Television Programming

June 28, 1994

For 25 years, one quarter of a century, I have been appearing before this Commission. For 25 years, I have been trying to get the FCC to fulfill its obligation to ensure that broadcast licensees obey the laws that govern broadcasting as they apply to children.

The record shows that in large part, commercial television has abdicated its educational role and concentrated on its ability to amuse. Unfortunately, it is often used to showcase violence, dirty words and sexual innuendo. Many adults, frustrated and angry with this television fare that children watch, want the government to ban G.I. Joe's guns and Ninja Turtles' weapons or to censor language and lyrics not suitable for young audiences.

But government censorship is not the way to protect children from inappropriate television. The right to express what some consider offensive speech is the price Americans pay for freedom of political speech and we cannot afford to risk losing that freedom. We have to teach our children that violence is not the solution to problems and we have to use the "off" button more often.

Instead of censorship, Congress has passed the Children's Television Act of 1990, an effort to increase viewing options for

young audiences. Under the new law, commercial stations must broadcast programs "specifically designed" to educate and inform children.

Over and over, the Congress and the Federal Communications Commission (FCC) have singled out children's television for special consideration. Dean Burch, FCC Chairman under President Nixon, set up the FCC Children's Television Unit in 1971. He stated:

> Broadcasters must recognize... that children are different and that the difference requires a dedicated special effort. The FCC should do all it can to foster the best possible governmental climate for such action.

Richard Wiley, FCC Chairman under President Ford, said:

> The FCC should try to bring our influence to bear for diversity in television so this great medium is used to inform as well as entertain.

The Children's Television Report and Policy Statement, promulgated under his leadership in 1974, is beginning to look like the Magna Carta of kids' TV in its programming comments. That document pointed out that the FCC has:

> consistently maintained the position that broadcasters have a responsibility to provide a wide range of different types of programs to serve their communities. Children, like adults, have a variety of different needs and interests. Most children, however, lack the experience and intellectual sophistication to enjoy or benefit from much of the non-entertainment material broadcast for the general public. We believe,

> therefore, that the broadcaster's public service obligation includes a responsibility to provide diversified programming designed to meet the varied needs and interests of the child audience. In this regard, educational or informational programming for children is of particular importance.

The Policy Statement continues with a significant statement on why educating children is so important in a democratic society:

> Once these children reach the age of eighteen years they are expected to participate fully in the nation's democratic process, and, as one commentator has stated: 'Education, in all its phases, is the attempt to so inform and cultivate the mind and will of a citizen that he shall have the wisdom, the independence, and, therefore, the dignity of a governing citizen' (A. Meiklejohn in 1961 Supreme Court Review).

Take that, Bucky O'Hare!

The Children's TV Rulemaking continued under Charles Ferris' chairmanship. He stated in April, 1980 that "the marketplace forces of the television industry as it is presently structured fail when you apply them to children."

Over and over, the FCC, educators, and even the U.N. have described what kind of TV programming is central to the education of children. The 1974 Policy Statement was clear on this point:

> Although children's entertainment programs may have educational value (in a very broad sense of the term), we expect to see a reasonable amount of programming which is particularly designed with an educational goal in mind... There are many imaginative and exciting ways in which the medium can be used to further a child's understanding of a wide range of areas: history, science, literature, the environment, drama, music, fine

> arts, human relations, other cultures and languages, and basic skills such as reading and mathematics which are crucial to a child's development.

Any librarian would agree. It amazes me that the nation's commercial broadcasters seem to have such trouble figuring out what kind of programming holes the Children's TV Act is designed to fill.

As we set new policies that will open the children's TV marketplace to new ideas and to the kind of shows that are missing, broadcasters should keep in mind the section on mass media adopted by the General Assembly of the United Nations at the December 1989 Convention on the Rights of the Child. It says in part that mass media education should be directed to "the preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups..."

This U.N. directive, combined with the children's programming mandate from the FCC's 1974 Report, provides a meaningful prescription for healthy children's television service, but only if it applies to enough programs aired when children are most likely to be watching. As E.B. White, that wonderful author of children's classics, has written:

> Children are demanding. They are the most attentive, curious, eager, observant, sensitive, quick and generally congenial readers on earth. They accept, almost without question, anything you present them with, as long as it is presented honestly, fearlessly, and

clearly. Anybody who writes down to children is simply wasting his time. You have to write up, not down.

Over and over, commercial broadcasters have proved that educating children, that writing up to them, is not even on the back burner of corporate priorities.

Over and over, the TV industry has demonstrated that, absent regulation, commercial broadcasters do not give a damn about TV service to children.

During the 60s and 70s, the FCC played a significant role in getting broadcasters to provide choices for children. But through the decade of the 80s, we had to listen to the drip, drip, drip of the Reagan/Bush trickle-down theory of communications: What's good for the industry is good for children! In September, 1981, Mark Fowler, President Reagan's chairman, said "Broadcasting is a business." In place of "myths about service to the community," he offered "reliance on the marketplace." "Television," he postulated, "is just a toaster with pictures." He was willing to rely on "entrepreneurial initiatives."

That irresponsible doctrine helped to turn commercial TV shows for young audiences into 30-minute commercials that make a mockery out of the legal obligation for stations to serve the public interest.

The response of CBS is typical of what happened to kids' shows across the country, and taught me one of the most important lessons I learned in 25 years of trying to bring more choices to children's TV: When Washington talks, broadcasters listen.

During the 70s, CBS, in response to FCC concern, hired 20 people in its News Department to produce informational programs for young audiences: "In the News;" "Thirty Minutes," a Saturday morning series; "What's an Election All About," "What's Congress All About." And all this from a network that aired the Children's Film Festival" on Saturday morning, an hour-long show featuring children's films from around the world, and aired "Captain Kangaroo" Monday through Friday. As soon as deregulation became the order of the day, CBS got rid of the 20 news people and canceled all the programs listed in this paragraph. In comments to the FCC at this time, CBS described one of its children's shows as a program which "deals with recognizable young human beings in basic situations rather than the way out world of the traditional animated cartoon." ACT monitored an episode, and reported that it dealt with the capture of a frozen caveman who later chases the main character's friends, each trying to capture the other until the caveman falls into a giant clam tank and is discovered to be a professor intent on stealing another scientist's invention. (see Policy Statement, page 20).

By late 1981, the proposed children's television rule-making had disappeared from the agenda of the FCC. When Docket 19142 was finally closed in December, 1983, "both the overall amount and creative quality of regularly scheduled children's programming were at one of the lowest levels in the history of television programming" (Bruce Watkins, "Yale Law & Policy Review," 1987). As I said at the time, the FCC left a lump of coal in the holiday

stocking of every American child, while providing a great Christmas present for the television industry.

A 1992 Report on industry compliance with the 1990 law pointed out that stations claimed that "The Jetsons," "Super Mario Brothers," "Leave It to Beaver," "G.I. Joe" and many similar shows were specifically designed to educate children. When I commented that "if their lawyers weren't drunk, they must be sick," Time Magazine responded, "Not necessarily. Regulators in the Reagan administration once tried to cut funds for school lunch programs by classifying catsup as a vegetable."

It seems abundantly clear that almost everyone in the commercial TV business is still trying to figure out how to benefit **FROM** children instead of how to benefit children. This approach is particularly offensive when the facts are that in the U.S., one in four of TV's youngest viewers is poor, one in five is at risk of becoming a teen parent, and one in seven is likely to drop out of school. Half the children born this year will live in a single-parent family before reaching the age of 18. And half the women working full time -- 20 million mothers -- have children under six years old.

Part of the reason we are here today is because the commercial TV industry does not know how to obey the Children's Television Act. Broadcasters complain that they cannot figure out what belongs in the category of educational children's programs. I suggest they (and the Commission) might benefit from a careful reading of the following article from World Monitor Magazine, May 1991. It is a collection of ideas sent in by readers in response

to the question, what would you offer if "you were entrusted with creating children's educational programs?" It's obvious that the reading public has no problem identifying what's missing from children's TV schedules. What in the world is the matter with America's commercial broadcasters?

Testimony Continues
on PAGE 12
FOLLOWING ARTICLE

MEDIA

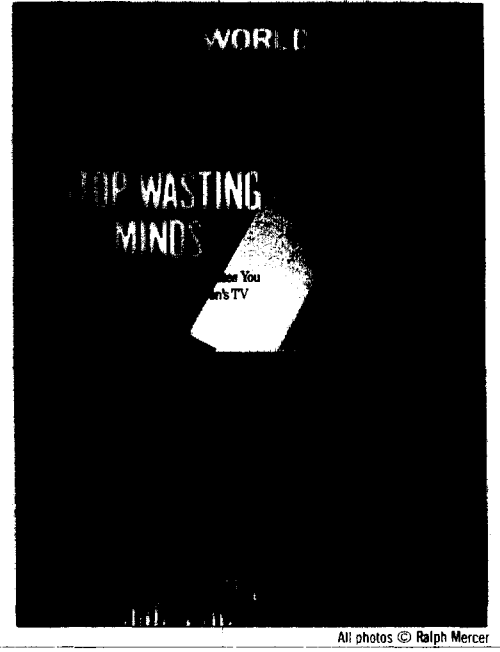
Children's TV
New Ideas from WM Readers

How about Ninja Turtles teaching science? A cartoonist's help in understanding the Persian Gulf? Interactive technology for assignments and quizzes—and for families to select grade level of programming? Just a few of your suggestions.

Reprinted with permission from World Monitor Magazine, May 1991.

MANY THANKS TO ALL OF YOU OF ALL ages who accepted the invitation by Peggy Charren, president of Action for Children's Television (ACT), to offer ideas as if "you were entrusted with creating children's educational programs" (WM, "What's Missing in Children's TV," December). Among 125-plus replies from the US (34 states) and Canada, we found not only an abundance of innovative ideas but heartfelt concerns:

A parent of a 14-year-old in California: "I have seen programs geared for teenagers which depict them as being obnoxious and disobedient simply because adults see them as such. Teenagers DO NOT see themselves as such, and I believe they are offended by this depiction and usually act out the way they are conceived of being."



All photos © Ralph Mercer

A grandparent of "basically a great little boy" in North Carolina: "I have a grandson age 8 who watches a great deal of TV. He can kiss the way movie stars do! I am very concerned about the pattern of thought he is forming—especially regarding violence."

A teacher in Denver: "I see 1st hand a lot of what constant viewing of commercials, etc., can really do to the mass mind of a generation & I *don't* find it encouraging."

A high-school senior in Vermont: "Children's educational programming isn't accomplishing what people want it to. Instead of educating the children, it is causing them to become more confused. With the situation the way it is in the Persian Gulf, children are very confused about why their mothers and fathers are traveling thousands of miles away and possibly will never return. I don't mean to turn the situation into a joke, but if a cartoonist [on TV] could relate to children by drawing out the major happenings so that they could understand it as well as they understand G.I. Joe, they won't be so confused."

The writers of these words and of the suggestions selected on the opposite page are listed alphabetically. Whether excerpted here or not, all of the original detailed, multipage outlines, handwritten post cards, and other replies from readers have been forwarded to Ms. Charren at ACT.

We're sorry not to print a name with each individual suggestion. But many readers proposed similar shows or subject matter. So we've put our selections into categories, summarizing and combining ideas, while preserving their wording whenever possible. And now, ladies and gentlemen, girls and boys—"The WORLD MONITOR Readers' Guide to Better Children's Television"!—***Editors***